

Fithriyah, Fina Lailatul. 2020. *Pengembangan Perangkat Pembelajaran Model Inkuiri Terbimbing Untuk Meningkatkan Daya Ingat Jangka Panjang dan Motivasi Belajar Siswa Kelas IV*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing I: Mahmud, S.IP., M.Si., Pembimbing II: Bagus Rahmad Wijaya, S.Pd., M.Pd.

ABSTRAK

Penelitian dan pengembangan ini dilatarbelakangi oleh kurangnya kemampuan daya ingat jangka panjang dan motivasi belajar siswa kelas IV dari model pembelajaran yang digunakan. Tujuan penelitian pengembangan ini untuk mengetahui kevalidan, kepraktisan dan keefektifan perangkat pembelajaran inkuiri terbimbing untuk meningkatkan daya ingat jangka panjang dan motivasi belajar siswa. Penelitian dilakukan di kelas IV UPTD SDN Kamal 2. Berdasarkan hasil validasi dari 3 validator, diperoleh persentase sebagai berikut: ahli desain pembelajaran sebesar 91,67% (sangat valid), ahli materi sebesar 79,38% (valid), ahli bahasa sebesar 92,50% (sangat valid). Kepraktisan perangkat pembelajaran model inkuiri terbimbing diperoleh dari hasil observasi keterlaksanaan pembelajaran dan respon siswa. Persentase rata-rata hasil observasi keterlaksanaan pembelajaran sebesar 94%, persentase hasil respon siswa sebesar 85,8%, dan termasuk dalam kategori sangat baik/sangat praktis. Keefektifan perangkat pembelajaran diperoleh dari hasil N-Gain tes daya ingat jangka panjang sebesar 0,48 dan ketuntasan klasikal sebesar 85,7%, dan hasil N-Gain angket motivasi belajar sebesar 0,67. Perangkat pembelajaran dinyatakan efektif apabila terdapat peningkatan dari hasil uji N-Gain dan ketuntasan klasikal $\geq 85\%$. Berdasarkan hasil penelitian, perangkat pembelajaran model inkuiri terbimbing dinyatakan valid, praktis dan efektif untuk meningkatkan daya ingat jangka panjang dan motivasi belajar siswa kelas IV pada tema 7 subtema 1 pembelajaran ke-1. Penelitian ini dilakukan dalam masa pandemi Covid-19 sehingga hanya sampai pada tahap uji coba kelompok kecil.

Kata kunci: Model inkuiri terbimbing, daya ingat jangka panjang, motivasi belajar

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ABSTRACT

This research and development is motivated by the lack of long-term memory and learning motivation skills in fourth grade students from the learning model used. The purpose of the research and development was to determine the validity, practicality and effectiveness of guided inquiry learning tools to improve long-term memory and student learning motivation. This research was conducted in fourth grade of Kamal 2 Elementary School. Based on the validation result from 3 validators, the following percentage was obtained: learning design expert 91,67% (very valid), material expert 79,38% (valid), linguist 92,50% (very valid). The practicality of the guided inquiry learning model is obtained from observation of the implementation of learning and student responses. The average percentage of observations of learning outcomes was 94%, the percentage of student responses was 85,8%, and included in the very good/very practical category. The effectiveness of the learning kit is obtained from the results of the N-Gain long-term memory test of 0,48 and classical completeness of 85,7%, and the results of the N-Gain learning motivation questionnaire by 0,67. Learning tools are state to be effective if there is an increase in the results of the N-Gain test and classical completeness $\geq 85\%$. Based on the results of the research, the guided inquiry learning model device is declare valid, practice and effective to improve long-term memory and learning motivation of fourth grade students on theme 7 of subtheme 1 learning 1. This research was carried out during the pandemic of Covid-19, so that it only reached the small group trial stage.

Keywords: *guided inquiry model, long-term memory, learning motivation*